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AUTHOR Nickovich, Marti; Kreps, Alice Boelofs
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ABSTRACT

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Cooking/Food Preparation. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. General objectives include the student's (1) gaining a knowledge of cooking materials, equipment, and their safe use; (2) measuring ingredients for simple recipes; and (3) preparing simple, nutritious meals. The nine steps follow this outline: knowledge of materials, preparation of self for cooking, knowledge of foods--basic nutrition, knowledge of equipment, measuring and proportions, combining, making one dish, basic meals, and food identification in order to buy. Contents include a pre-post test and outlines of the "steps" with objectives and activities. Some additional activities for this and related courses are available as CE 024 478. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

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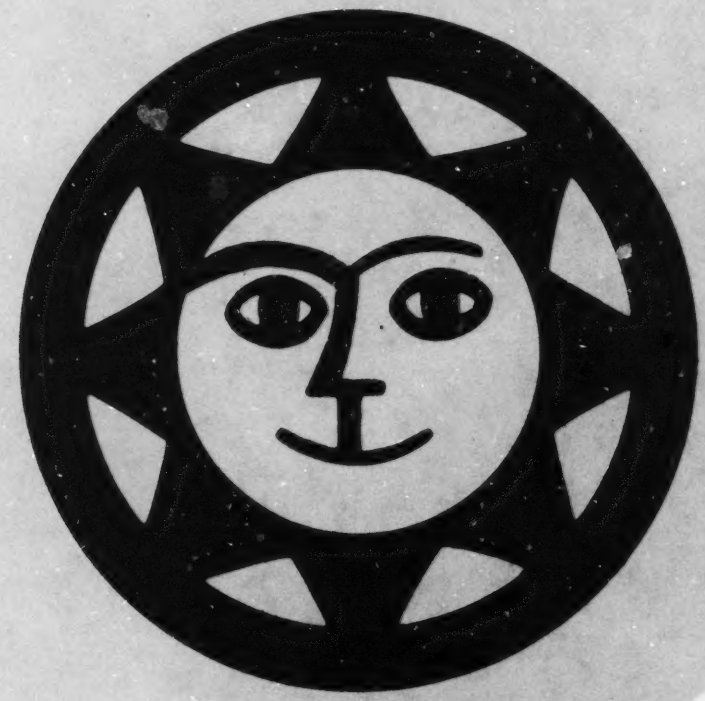
COMMUNITY LIVING SKILLS GUIDE

Cooking/Food Preparation



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CE 024 475

COOKING/FOOD PREPARATION

By

Marti Nickovich

and

Alice Roelofs Kreps

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COOKING/FOOD PREPARATION

IX. Food Identification in Order to Buy

VIII. Basic Meals

VII. Making One Dish

VI. Combining

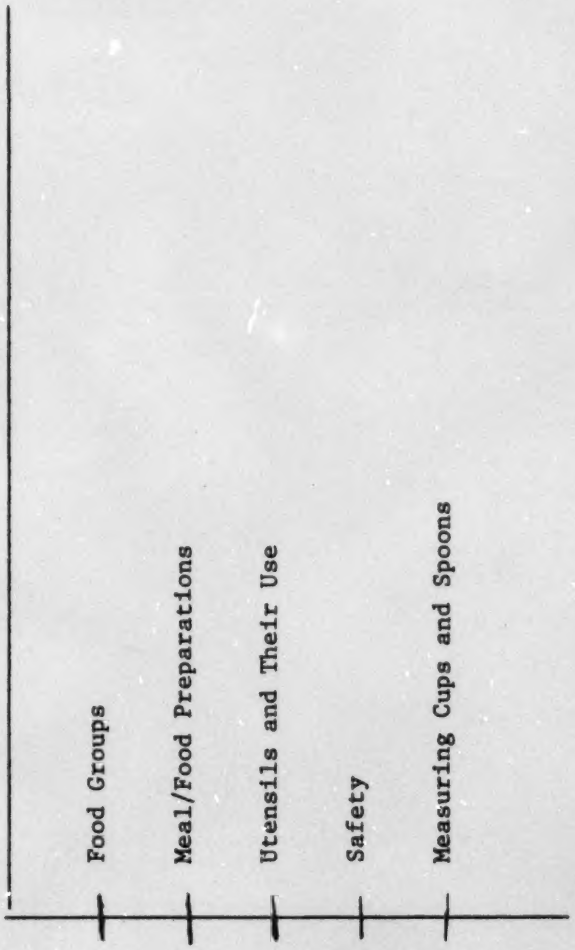
V. Measuring and Proportions

IV. Knowledge of Equipment (safety, use of ... stoves, electric appliances, etc.)

III. Knowledge of foods - Basic Nutrition

II. Preparation of self for cooking

I. Knowledge of materials (pots, pans, cups, measuring spoons, place settings, eating and cooking tools)



General Objectives:

1 - Student will gain knowledge of cooking materials, equipment and their safe use.

2 - Student will measure ingredients given simple recipes.

3 - Student will prepare simple meals that are nutritious.

PREPOST TEST

1. What are the four basic food groups?

2. What equipment do you need to fry hamburgers?

3. Which is larger...a teaspoon or a tablespoon?

   ...a cup or a half-cup?

4. Do the following: (See Teacher Note)

   Peel a potato.

   Slice a tomato.

   Dice an onion.

   Spread peanut butter on celery.

5. Measure one-quarter cup rice.

   Add one cup water.

   Boil.

6. Have foods or pictures of foods from basic 4 food groups. Place in appropriate categories.

7. Pick a nutritious snack from a selection of different snacks in a magazine.

8. Draw or list one balanced meal that you think is healthy.*

*Student may need to learn what is nutritious for healthy living.

TEACHER NOTE

Have a variety of utensils available to offer choices and to see student's ability to choose.

Step I - Knowledge of Materials

Objectives: Student will identify equipment needed for eating a meal by setting one place setting at a table. (plate, knife, fork, glass, spoon, napkin, bowl, cup and saucer)

Student will identify by listing utensils needed to prepare 2 sample meals (one breakfast, one dinner).

Activities:

1. Set a place at a family table.

2. Prepare setting (1) for a picnic, (2) for a buffet, (3) for a party.

3. Identify materials needed for cooking a meal. Use this meal as a sample.
   a. hamburgers
   b. fries
   c. salad
   d. juice

   cutting board
   knives
   fry pan
   cookie sheet or deep fry thing
   bowl, water (to clean)
   knives, cutting board
   container and stirrer
   pot holders

Step II - Self-Preparation for Cooking

Objectives: Student will wash hands with soap and water before preparing to cook 80% of the time.

Student will identify supplementary items that can be used in kitchen hygiene by showing the use of various items (hairnet, apron, pot holders, Kleenex, etc.)

Activities:

1. Discuss what you need to do to yourself before you begin to prepare a meal.

2. Use soap and water and towel and wash hands.

Additional activities to aid in clean food preparation:

3. Use (a) Kleenex to blow nose, (b) hairnet or scarves to contain hair, (c) discuss use of aids for cooking and eating - aprons, pot holders, place mats.

Step III - Basic Nutrition

Objectives: Student will identify foods belonging to 4 food groups by by placing words or pictures of foods under 4 food group categories.

Activities:

1. List or tell the four basic food groups.
2. Find pictures in a magazine and make collages of each of the four food groups.
3. Plan one meal.
4. Prepare one meal without the use of stove. (For Example: sandwiches, salad, fruit and beverage)

Step IV. Knowledge of Equipment

Objectives: Student will use safety concepts when preparing a meal by using kitchen equipment without injuring self or others.

Student will use 3 different electrical appliances to prepare 3 different foods with minimal supervision from instructor.

Student will use knives in 4 ways to prepare food: slicing, dicing, spreading, peeling.

Activities:

1. Compare gas and electric stoves. (Emphasize safety needed for each kind.)

2. Examine different electrical appliances and use (mixer, toaster, popcorn popper, blender, electric can opener, crock pot, toaster-oven). Make a list of safety precautions needed with each individual appliance.

3. Why do you use pot holders? Use several different kinds. Practice picking up hot objects.

4. Knives - a. Talk about kinds of knives: peelers, butter, carving steak, etc.; b. Use knives for spreading, slicing, dicing, peeling, etc., c. Sharpen a knife.

V. Measuring and Proportions

Objectives: Student will use measuring cup to measure given quantities and substances, using 1/4 cup, 1/2 cup, 1/3 cup and 1 cup designation.

Student will measure spices, baking powder and soda with Tablespoon, Teaspoon, and half-teaspoon measuring devices.

Activities:

1. Identify measuring cups and spoons.

2. Use one cup and one-half cup. Measure beans, rice, flour and water.
   A. How many 1/2 cups make one whole cup?
   B. Pour the 1 cup into the 1/2 cup. What happens?
   C. After using 1 cup and 1/2 cup try 1/4 cup and 1/3 cup and discover relationships between the cups.

3. Why use a measuring cup? Experiment: What happens if you use 1/4 cup sugar with 1 package of Kool-Aid, etc.

4. Spoons -

   Which is larger, a teaspoon or a Tablespoon? How many teaspoons does it take to make 1 Tablespoon?
   Why do we need to measure with spoons?
   Try to use a Tablespoon of Instant Tea in 1/2 cup of water. How does it taste now? Do the same with Instant Coffee.
   Do similar exercises using 1/2 teaspoon and 1/4 teaspoon and strong spices.

   Bonus fun activity:
   Fill measuring cups with different amounts of water and play a tune with your spoons.

VI. and VII. Combining Ingredients Making One Dish

Objective: Student will choose one recipe and prepare by mixing ingredients accurately.

Activities:

1. Practice combining and mix.

2. Prepare the following recipes:
   a. No cook (jello salad)
   b. On top of stove (soup/chili)
   c. In oven (cookies)

Step VIII. Basic Meals

Objective: Student will prepare or identify 3 balanced meals (one breakfast, one lunch, one dinner).

Activities:

A. Plan 3 meals using the four food groups.
   1. Breakfast
   2. Lunch
   3. Dinner
   (Make one vegetarian to emphasize different sources of protein)

Sample:

B	L	D
- Mushroom Omelette	1. chef salad	1. meat loaf
- cantaloupe	2. crackers	2. mashed potatoes
- low fat milk	3. drink (juice)	3. green beans
- toast		4. fruit
		5. bread

IX. Food Identification in Order to Buy

Objectives: Student will match unlabeled container with labeled containers by size, shape, color, etc.

Given a list of 5 foods, student will go to store and pick out these five foods.

Activities:

1. Get labels from cans and identify pictures on cans.
2. Use ads in newspaper and connect name with pictures of foods.
3. a. Identify cereal, magarine, cans, boxes, meat packages, milk cartons, egg cartons by shape of container (if you can't read, this is a good exercise).
   b. Mix unlabeled containers with labeled containers.
4. Go to store. Locate these items:

a. milk	e. juice (orange)	i. spaghetti
b. eggs	f. napkins	j. salad dressing
c. cheese	g. tomato sauce	k. jello
d. green beans	h. pickles	l. cake mix